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ABSTRACT

The emphasis in this course is placed upon employer/employee relationships. It is based on the idea that information about and experience with Transactional Analysis can help adolescents and adults to understand some of the powerful dynamics that can happen among people. Once those dynamics are understood, the student can access experience to make choices about how they respond and can begin to take responsibility for their choices. This can lead to maturity. The sessions include: (1) certification requirement credits and attitudes; (2) introduction to Parent, Adult, and Child; (3) dealing with anger, turning Child responses into Adult responses; (4) employer/employee communications, responding to rules, and employer expectations; (5) child labor laws, work permits, applications for employment, and resumes; (6) interviewing skills and certificates of completion. An appendix includes an abstract of the Child Labor Law. (ABL)

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My First JOB

A work maturity course by the

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MY FIRST JOB

A Work Maturity Certification Course
Designed for Adolescents
Preparing for Part Time Employment

Written by:

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YWCA OF GREATER PITTSBURGH

Work Maturity Certification Course

Introduction

This course uses the concept of *Parent, Adult, and Child* taken from Transactional Analysis by Dr. Eric Berne in "Games People Play" and from many other books and authors speaking on the subject since then. It has been found to be a useful tool for adolescents to learn quickly about how they participate in relationships. The emphasis in this course is placed upon employer/employee relationships. Information about and experience with Transactional Analysis can help adolescents and adults as well to understand some of the powerful dynamics that happen among people. Once those dynamics are understood, the student can access experience to make choices about how they respond and can begin to take responsibility for their choices. This can lead to **maturity.**

It is crucial for the facilitator to be aware of her/his own *Parent, Adult, and Child* in order to role model for the students. When the facilitator can stay in the *Adult* mode to instruct, the students will have the experience of feeling respected. It can be a positive experience for adolescents to be treated as adults.

Caution: as soon as the facilitator sounds like s/he is preaching *(Parent)*, the normal reaction of the listener is to respond from the *Child.* This can greatly hinder learning because the *Child* response usually takes no responsibility for the immediate situation.

The course is designed to simulate the work environment where appropriate, and also to create a safe and trusting environment for learning.

Often the work environment simulates the *Parent* (employer/supervisor) and the *Child* (employee/student) interaction. The goal of this course is to aid young potential employees in dealing with various work environments in a positive, constructive manner.

Session One
Introduction and Attitude

Objectives:

- Students will understand the requirements for earning a certificate.
- Students will reflect and discuss the importance of attitude.

Distribute page 1 and 2 of the student handbook.

- **Have students fill in the title page.** It is recommended you keep a set of student worksheets in individual pocket folders to be distributed and collected at each session. At the end of the six sessions, the student may keep the completed pages and use them as a handbook.
- **Explain the certification requirements and how the credits are earned.** The maximum number of credits that can be earned by each student is 240. The number needed for a certificate is 200. Each session is worth 40,which means a student can miss one class and still earn a certificate.

Distribute page 3 of the student handbook.

- **Explain that this is where they will record their credits after each session.** At the end of each session, the students will check the credits earned and fill in the numbers that correspond to each. After they total the session, the facilitater or partner (a student partner can be assigned if the class is large) will initial the total.
- **Explain that questions are encouraged.** One of the frustrations of employers interviewed for this course was that new employees do not ask questions. If the student asks a question at the wrong time, it creates an opportunity to learn about risk taking and handling rejection.

Session One

- **Answer any questions the students may have at this time.** If it is something that is going to be taught at a later time, tell them this and encourage them to ask again at the appropriate time.

- **Pass out name tags and have students fill in their first names.** A short discussion can follow if any of the students are resistant to using the name tags. It is important for the facilitator to be open minded about the students' feelings and to communicate this to them. This creates an environment that encourages their willingness to accept rules and conditions with which they don't agree. Some students at this age find it difficult to compromise their principles or values. If they are able to express their resistance, they may be able to understand that it is not a compromise of their principles or values but a respect for the need of the employer to create a system s/he believes will work.

- **Explain that bringing the name tags to each session is a way of earning credits toward certification.** A new one will be issued if a student forgets, however the student will receive 3 credits instead of 5 for that session. S/he will continue to have the opportunity to bring it to the next session. It is important not to pass judgement on the student for not bringing the name tag. This can create a defensive posture and will inhibit further learning. It should be seen as merely a requirement.

Attitude - Who's Responsible?

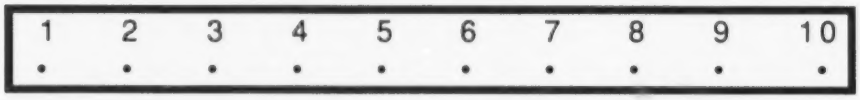
- **Write the definition of attitude on the board and ask one of the students to read the definition.**

Dictionary definition: *Attitude - the posture or position of a person* ***showing*** *a mental state, emotion or mood.* Showing is emphasized because the next exercise focuses on the importance of nonverbal behavior and the need to become aware of the ways we show attitude non-verbally.

Session One

- **Ask the students if they have ever been misread by other people.** It is important for students to understand that if this is happening to them, it becomes necessary for them to figure out ways to correct this mistake. We all know the easy way out is to say that the other person has a problem. Although this may be true, on the job it quickly becomes the employee's problem because the employer /supervisor is in a position to make decisions that effect us positively or negatively.

- **Draw a continuum on the board or flipchart.** Using a scale of 1 to 10, with 1 being 'never" and 10 being 'very often", students will rate how often they feel they are misread.



- **Ask the students as a group to come up and place a dot on the continuum where they feel it fits for them.** The students should be given a minute to think about where they want to mark the continuum. Some students may want to be first or last to come up to the board. The reason for this may be to get attention, but it is important not to focus on where an individual placed a mark, but rather on where the group did.**They all should come up at the same time and mark.** This keeps the process impersonal.

Distribute page 4 of the student handbook.

It is often helpful for the group to see that they are not the only ones who experience this situation or dilemma. If it happens that only one or two students say they are misread, it may be that others don't realize it, do not want to share this, or really are not. The facilitator can take special care not to make anyone feel singled out. You can then talk about someone you know, rather than one of the students.

Session One

- **Direct students to mark the second continuum in their handbook.** You may also want to have the group mark the continuum on the board or flipchart again.

- **Direct students to answer the true and false questions in their handbook.** There are no right or wrong answers. It is the students problem only when they do not want to be misread, or when being misread effects them negatively.

True or false:

__ Others misread me often
__ It is hard for me to understand why I am misread.
__ It is my responsibility to change their perceptions.
__ It is their problem.
__ It is my problem.

- **Discuss and list on the board ways of showing attitudes with non-verbal behavior.** The list may include:

Pouting .....can be shown with a turned down mouth.
Indifference .....can be shown by walking away.
Disgust .....can be shown by rolling one's eyes.

- **Ask the students to demonstrate examples of non-verbal behavior.** Discuss how some habitual non-verbal behaviors could be misinterpreted by people you don't know well in the workplace.

- **Explain to the students that the next three sessions will give them some skills in dealing with employers and supervisors in a positive way.**

This is the end of Session One. Have the students check off the certification credits and fill in the numbers they have earned for this session. They have earned 20 credits if they have filled out the front page and page 4 of the Handbook. The facilitator will initial the credits earned unless a partner system has been chosen.

Session Two
Introduction to *Parent, Child,* and *Adult*

Objectives:

- Students will be introduced to the concepts of *Parent, Child,* and *Adult* taken from Transactional Analysis.
- Students will be able to write their own *Parent, Child, Adult* messages and responses for the purpose of understanding and learning how these responses play an important role in the workplace.

Facilitator will draw three circles and label each:

PARENT **ADULT** **CHILD**

Distribute page 5 of the student handbook.

PARENT

The *Parent* is that part of us that is judging something as either good or bad. "I should be on time. I'm wrong for being late. I'm right for doing my homework" etc. A good way to think of the *Parent* in us is to think of it as our conscience.

Our *Parent* messages are a combination of messages from our real parents and other influential adults in our lives. The messages include values those adults have passed along to us, as well as, our experiences and perceptions of society. **Some of the *parent* messages we hold on to may not be appropriate for us any more.** They continue to influence us because we have not taken the time to check out their usefulness.

Session Two

Refer to *Parent* Messages in the student handbook.

- **Have students read the *Parent* messages and ask if any are familiar to them.**

- **Ask the students to share their reactions to them.** It is important to identify *Parent* messages they can recognize, both ones they agree and disagree with.

- **Students should write a *Parent* message.**

CHILD

The *Child* is that part of us that responds spontaneously, more with emotions than judgements. There is the Natural Child and the Adapted Child. The Natural Child experiences the wonder of the environment (joy, laughter, awe, etc.) and the Adapted Child experiences the responses to the Parent messages (sad, rejected, pleased , etc.).

It is important to remember that the *Child* response in us is what gives life its zest. We would not enjoy life very much if we had no feeling reaction to it.

Refer to *Child* Responses in the student handbook.

- **Students should read the responses and share their reactions to them. They should write a *Child* response of their own.** They may use any of the ones in the examples, if they agree with them.

As an adult, we can use the *Parent* part of us to re-parent the *Child* in us and honor all the feelings the *Child* in us may have.

Session Two

ADULT

The *Adult* is that part of us that is able to see the facts as they are. The *Adult* does not judge, but takes data into consideration and then draws conclusions. The *Adult* is characterized by an open mind. Sometimes the *Adult* response can seem boring. It is the *Adult* in us that decides when to compromise or change our values. It is the *Adult* in us that concludes whether the expression of feelings and emotions can be released in a more appropriate way. It is important, however, to learn to acknowledge our feelings and emotions. Once we know what we are feeling, it is our decision how we express those feelings. Feelings are not right or wrong, they just are!

- **Read *Adult* responses in the student handbook.**

- **Have students write an *Adult* response.**

It is helpful for students to understand that all parts,*Parent, Adult, Child,* are necessary to be a whole person. The *Parent* messages help us to become morally in tune with our culture, and religious or personal spiritual beliefs. The *Child* responses are what gives life its zest. The *Adult* responses are most useful when the *Parent* and/or *Child* responses are inappropriate or not in our best interests. These responses may feel good at the time, but it helps to determine if they will help or hurt us in the future.

It is the *Adult* in us that decides when and if to compromise or change our values. It is the Adult in us that concludes whether the expression of feelings and emotions can be released in a more appropriate way. For example, it may be best to **not** express our feelings as they are occurring, i.e., at work, when a customer is rude to us. However, it is important to acknowledge and express our feelings at the appropriate time and place, i.e., at home in our journal. Once we know what we are feeling, our *Adult* helps us decide when and how to express it.

- **Explain to students that the next session will show us how *Parent* and *Child* responses can get us into trouble and how changing these responses to the *Adult* can help get us out of trouble.**

Session Three
Communication Skills

Objectives:

- Students will learn to recognize how a *Parent* message can evoke their *Child* response.
- Students will learn how to make "I" statements .
- Students will practice changing *Parent/Child* responses into *Adult* responses using "I" statements.

Angry Feelings Exercise:

Distribute page 6 of the student handbook.

- **Ask the students** to think about the last time they were really angry at someone. Ask them to try to remember the feelings. Have them tell that person off. Tell them not to hold anything back, just to write what comes to their minds.
- **Have the students underline all the places they used the words "You" and "I". Count the number of each and record the numbers in the space provided.**

If a student can't think of a time when s/he was angry, have her/him try to think about someone s/he knows who gets angry a lot and write what s/he thinks they might say.

Distribute page 7 of the student handbook.

Session Three

- **Have the students rewrite the "you" sentences as "I"statements.** An "I" message must begin with "I" and say something about the person speaking, e.g. "I", not the person being spoken to. This is difficult for most of us because people from Western society usually do not express themselves this way. "I" statements usually describe our feelings about how another person's behavior has affected us. (It may be interesting to see how many times, if any, the students actually used the word "angry" in the last exercise.)

  "You" messages present your opinions, with which the other person may not agree. It is helpful to respect a person's ability to describe or know their own experience, e.g., feelings.

Instead of saying:	**Say:**
You are so slow!	I get impatient.
You always pick on me.	I feel picked on.
You treat me like a child.	I don't like being treated like a child. It makes me feel ?
You are weird, etc.	I dislike what you did.

It is helpful to stick to the person's actions rather than their character. If you find yourself getting angry often at work, you need to find an appropriate way to express it. Writing in a journal will help. It is important to write exactly what you feel to relieve the stress of the moment. Later, after your anger has subsided, you can analyse the situation. Your journal is also an excellent place to practice using "I" statements.

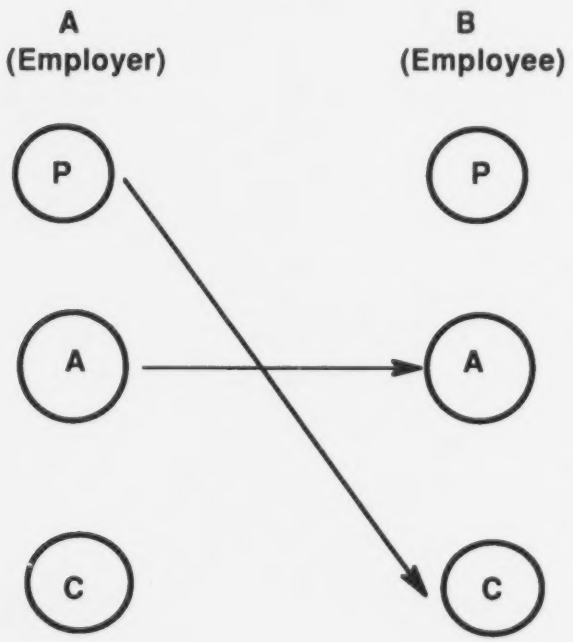
Session Four
Employer/Employee Communications

Objectives:

- Students will learn to access their *Adult* during a stressful situation by analysing some typical employer/employee transactions.
- Students will identify and write some examples of employers' expectations.
- Students will identify and write their strengths.

The facilitator should draw this diagram on the board or flip chart:

Analysing Transactions



Session Four

When person "A" makes a request, comment, or gives a directive, person "B" can feel as though it is coming from person "A's" *Parent*. *Parent* messages almost always trigger the *Child* response from us, e.g., "No, I don't want to. It wasn't me! I can't do it. Can't you find someone else?" In turn, a *Child* message almost always brings out our *Parent* or *Child*, e.g., "Because I said so. Why not You? I don't want to hear excuses."

Generally, these kinds of transactions are not productive for either person. Since you can only control your own messages, you always have the option of responding with an *Adult* message instead of the *Parent* or *Child*. This may sound simple, but it may not be easy to do depending upon the intensity of the other person's emotional response. However, shifting into the *Adult* mode is usually effective in keeping a transaction at that level, i.e., an *Adult* request normally prompts an *Adult* response.

When speaking from your *Adult*, you want to emphasize - what is! - the facts. To be safe the facts you know for certain are those that have to do with youself. Therefore "I" messages are a good way of staying in the *Adult*. "I" messages are also used in the *Parent* and *Child*, but *Adult* "I" messages lack judgements (*Parent*) and very little emotion (*Child*).

The ability to choose an *Adult* response increases our maturity level.

Once the student has some practice with becoming aware of her/his *Parent* and *Child* responses in class, s/he will more readily recognize them in a work situation and not be so governed by them.

It is helpful to keep emphasizing that the *Parent* and *Child* are just as important in all of us as the *Adult*. It becomes a decision about time and place. When the *Parent* or *Child* response is not promoting your status at work, you have the option (strongly recommended) to respond from the *Adult*. When you respond from your *Adult*, it often triggers the other person's *Adult*, which is the most ideal for a productive transaction.

Session Four

The feelings and judgements that are being momentarily suppressed need to be acknowledged by the student/employee in another way as soon as possible. An excellent way to acknowledge both the *Parent* and *Child* is to write their responses in a safe notebook. If it's not possible to keep or write in one at work, it is recommended that it be done at home as soon as possible. Students who practice this, (the angry exercise is an example),will be surprised at how much energy they will then have for their friends and families.

Identifying *Parent, Adult,*and *Child* responses:

- **Have students name some rules they think might apply on the job. Be sure to include:**
  Being on time - No chewing gum - No wearing jewelry
  No wearing jeans - No talking with each other in some situations.

These are areas that may make the supervisor sound like a parent and very often evoke a *Child* response in employees.

- **Have students identify some *Child* responses to these rules:**

  "Sondra, please get rid of your gum."
  (Roll eyes and say, "Oh brother! She's always picking on me!")

  "Michael, what's the rule here about wearing jeans?"
  ("I don't have any other pants. What do you want me to do?")

  "Tanisha, take off your bracelet."
  ("But this is my grandmother's and I don't want to lose it!")

This is a good time to talk about how good *Child* responses feel and why it is sometimes easier to use them. They release strong emotions that have been evoked by what seems to be a *Parent* message. It is also easy to see supervisors in the role of a parent. They are responsible for making sure we get our work done.

Session Four

Taking responsibility for our attitudes means changing our *Child* responses to Adult responses, both verbally and non-verbally. *Adult* responses to the requests shown might be:

1. Don't roll eyes and get rid of gum.
2. My jeans were my only clean pants. I will make sure I don't wear them again.
3. I'm worried about losing it, can you keep it in a safe place?

One's attitude will be manifested in the *Parent, Adult* or *Child* response. In other words the *Parent, Adult* or *Child* response is one's attitude. Therefore your attitude can be one of choice rather than one that seems like an "out of control" emotional response.You cannot control the other person, but you **can** change your response and, thereby, change your attitude.

Employer Expectations

Pass out page 8 of the student handbook.

- **Characteristics of a good employee:**

• Enthusiastic	• Conscientious	• Team worker	• Reliable
• Courteous	• Honest	• Energetic	• Responsible
• _____	• _____	• _____	• _____

- **Have students read aloud the characteristics listed. Briefly describe the meaning of each.**
- **Ask them to check the ones that describe themselves.**

- **They may write in any other characteristics that they feel apply to them. Some examples could be:**

  Enthusiastic: eager interest.

  Conscientious: an awareness of right and wrong with a complusion to do right.

  Reliable: can be depended on.

Assessing Your Strengths

A commonly asked question on a job interview is - "What are your strengths? What are your assets? What can you bring to this company?"

On page 8 in the student handbook there is room to write three strengths. Encourage students to ask for help if needed.

- **Ask the students to share their strengths aloud with the class.** Explain that many people have difficulty talking about their strengths. Some may have been told that talking positively about themselves was bragging. However, in a interview situation, knowing your strengths and feeling comfortable talking about them will be to their advantage. It could also be helpful to hear what others say, since they may share the same strength but had not thought of it.

Behavior and Attitudes

The next exercise is an attempt to make the students aware of why it is important for them to take responsibility for their attitudes. Some of the characteristics of a good employee are easily demonstrated by behaviors and some are not. For instance, an employee who values honesty highly may not be given the direct opportunity, during an interview, to show that quality. Many qualities an employer may value are adjectives, e.g., enthusiastic or reliable. It is important that students know how to translate these qualities into behavior, e.g., showing reliability by being on time for the job interview.

Session Four

Employers can see I am:	**Employers may not know I am:**
1. _____	1. _____
2. _____	2. _____
3._____	3. _____

- **Ask the students for examples of each of these. They may choose which ones to write in their worksheet. Some examples may include:**

  Enthusiastic: Showing interest in the work by the tone of one's voice, the speed at which an assignment is begun, etc.

  Reliable: The employee always shows up on time for work. The employee can be counted on to either finish the work or give an honest assessment of why the work cannot be completed.

- **Have students pick out one characteristic and a behavior that shows it.**

  Characteristic_____

  Behavior_____

Session Five
Child Labor Laws and Work Permits

Objectives:

- Students will demonstrate an understanding of the child labor laws.
- Students will know how to obtain and fill out a work permit and employment application.
- Students will complete a resume.

It may be helpful for teenagers to understand that child labor laws were passed to protect the rights of children. They may sometimes feel that the laws prohibit their rights and/or that employers are descriminating against them. Being informed of the child labor laws and their purpose should prevent such misunderstandings.

Pass out page 9 of the student handbook.

- **Discuss the *child labor laws that apply to the class.**

* See appendix page 25.

Pass out page 10 of the student handbook.

- **Students should complete the Child Labor Laws Quiz.** This should be an open-book quiz. Its purpose is to provide an opportunity for students to become more familiar with the child labor laws.

Session Five

From the student handbook:

Mark the following statements with a check mark if it is legal and an x mark if it is illegal.

1. ___ Doris, age 11 babysits for her neighbor's three year old after school.

   Legal: *Babysitting is considered a domestic service in a private home. There are no restrictions under the child labor laws.*

2. ___ Justin, age 10 caddies at the local golf course on Saturdays.

   Illegal: *Age 10 is too young. Students must be 12 or older.*

3. ___ Bill, age 13 works part time after school in his neighborhood grocery store.

   Illgal: *Age 13 is too young. Students must be 14 or older.*

4. ___ Ellisha, age 15 works after school two times a week from 3:00pm to 8:00pm.

   Illegal: *Employment after 7:00pm is prohibited for 14 & 15 year olds.*

5. ___ Shirley, age 13, delivers the morning paper from 6:00am to 7:300am six days per week.

   Legal: *Minors 12 & older may be employed distributing or selling newspapers between 6:00am and 8:00pm.*

6. ___ Mark, age 17 works during the summer from 6:00pm to 2:00am in an all night grocery store.

Legal: *During summer vacations, there is no night-work limit for 16 & 17 year olds.*

7. ___ Jennifer, age 16, works after school on Friday nights from 7:00pm to 1:00am at the local movie theater.

legal:*16 & 17 year olds may not work after midnight Sunday through Thursday. It is permissable Fridays.*

8. ___ Jason, age 15, works after school on Wednesdays, from 4:00pm to 9:00pm, in a local fast-food restaurant.

Illegal: *Employment after 7:00pm is prohibited for 14 & 15 year olds.*

9. ___ Allen, age 17, works in the pool- room from 9:00am to 12 noon on Saturdays.

Illegal: *No one under age 18 is permitted to work in a pool-room.*

10.___ Shawna, age 15, works from 5:00pm to 9:00pm in the bowling alley near her home.

Illegal: *No one under age 16 is permitted to work in a bowling alley.*

Also, no one under age 16 is permitted to work after 7:00pm, except during summer vacation, when employment is allowed until 10:00pm.

Session Five

Work Permits:

- **Show students a copy of a work permit.** Tell them the name of the person in their school to contact about obtaining one. Answer any questions they may have concerning its completion.

Employment Applications:

- **Discuss the importance of an appropriate employment reference.** Explain that an employer takes the interviewing process seriously, and that s/he does not want to have to go through the process again soon because a job applicant has misrepresented him/herself by choosing inappropriate references. Ask people for references who know you in another setting that could be comparable to the job for which you are applying. A good reference reassures the employer that the applicant is the right person for the job.

Special Assignments:

- Students can obtain an employment application from a local employer to bring to the next session.

- Students can prepare an index card listing pertinent information for three references, including, correct spelling of their name, address and phone number where they can be reached during the day. Emphasize that the student should call to ask the person's permission before using their name as a job reference.

- Students can bring or obtain a Social Security card to bring to the next session.

Session Five

Students will complete the Employment Application Reference Card from the student handbook and the employment application they obtain during the following session.

In preparation for the interviewing process, students should think about the following questions:

- Are you involved in any extracurricular activities?
- What are they?
- What are your favorite pastimes, hobbies. or interests?
- Do you have work or volunteer experience?
- What are your strengths or weaknesses?
- What can you do to improve your weaknesses?
- Why do you want to work here?
- What questions do you have about our company?

Session Six
Interviewing Skills

Objectives:

- Students will demonstrate awareness of information about themselves that is appropriate for use in a job interview.
- Students will demonstrate appropriate interviewing behaviors in real or mock interviews.
- Students will develop techniques and proper procedures for leaving a job.

Ideally, the students would benefit greatly if a person from a local super market or fast food restaurant would accept your invitation to come and do a few mock interviews. If this is not possible, the facilitator can do one or two, and then let the students role play employment managers/job applicants.

Pass out page 11 of the student handbook.

- **Students will discuss and write answers to the interview questions, keeping the following in mind:**

Extracurricular activities: Too many commitments may give the interviewer the impression that it would be difficult for the applicant to find time to work. No activities could indicate the student has trouble working as a team-player or difficulty making commitments. However, it is best for the student to be as honest as possible, so that the job will be a good fit to the applicant.

Pastimes, hobbies, or interests: The interviewer may ask this to get the applicant to relax and to start talking. Discuss the need to strike a balance between talking too much and not talking enough. Talking too little is probably preferable to talking too much.

Session Six

Why do you want to work here? It is all right to answer, "I need the money", and any other reason that might be appropriate, such as:

I want to start paying for my own clothes.
I'd like to start saving for college/ trade school,etc.
I want to learn how to run a cash register.
I think I'd like working with the public, etc.

What assets can you bring to this company/what are your strengths? Students should refer to page 8 of the student handbook. Some other examples of strengths may include:

I am reliable and responsible, I'll be a good employee.
I have a lot of energy and am willing to work hard.
I like people and am looking forward to greeting the public.
I am a good team player.
I am good with figures.

What are your weaknesses or where can you improve? It is important not to say something that would hurt the student's chance for getting the job. Some good examples could be:

I don't have any formal work experience.
I'm a little nervous about my first job.
I'm shy.
I talk too much when I'm nervous.

How would you describe yourself? Make a list of attributes and qualities that employers value and choose a few they feel apply to themselves. Qualities such as:

honest	reliable
energetic	easy going
serious	sense of humor

After students pick three, they should be able to describe a situations in which they exhibited the trait. This refers back to page 8 of the student handbook.

Questions applicants may ask the interviewer.
When a person being interviewed is able to ask appropriate questions, It shows the employer just how interested the applicant is in getting the job. The following are some questions applicants may wish to ask at a job interview:

1. What is the pay?

2. How many hours a week can I expect to work?

3. When is pay day? Will I be paid in cash or by check? If I am paid by check will I be able to cash my check here?

4. Are there any benefits? If so, what are they?

5. Who will I report to?

6. If I don't understand something, who is the best person to ask?

- **Ask the students to write in their handbooks one question not to ask on an interview.**

Leaving or quitting a job
Although the goal of this course is preparing adolescents to be successful in gaining and keeping employment, it is also important to discuss the appropriate way to leave a job. When the job does not work out for the student, s/he needs to know there is a **mature** way to leave.

- **Ask the students for reasons** they may choose to leave a position.

- **Discuss the customary 2 weeks notice** that employers require and why. If the student cannot give two weeks notice, tell them how important it is to at least notify the employer that they are quitting. Many students simply leave by never reporting for work. The employer not knowing this gets angry and finally calls and finds out. The employer can be used as a future reference and can become a positive one.

MUST BE POSTED IN A CONSPICUOUS PLACE WHERE ANY PERSON UNDER AGE 18 IS EMPLOYED
ABSTRACT OF THE CHILD LABOR LAW

This summary is for general information and is not to be considered in the same light as official statements contained in the Law or its regulations.

MINIMUM AGE: Minors under 14 years of age may not be employed or permitted to work in any occupation, except children employed on farms or in domestic service in private homes. Under certain restrictions, caddies and news carriers may be employed at the age of 12, and juvenile performers in the entertainment field at the age of 7. Minors and infants may be in the cast of a motion picture if special permit is obtained.

EMPLOYMENT CERTIFICATES: No person under the age of 18* shall be employed without a general or vacation employment certificate. The employment certificates are issued by school authorities and, except for the transferable work permit, must be kept on file.

Special performance permits are required for performers in theatrical or other performances at ages and hours permitted by Law. Applications may be obtained from the offices listed [on page 2] of this abstract. DURING Summer Vacations

A transferable work permit may be issued to 16 and 17 year olds. Obtain these through your local school district. A minor issued a transferable work permit is not required to obtain a new permit or certificate each time he/she changes employers; however, the employer is required to notify the issuing school district within five days when a minor begins or terminates employment.

RECORD KEEPING
Employers are reguired to maintain true and accurate schedules for each minor employed. Additionally, employers must keep detailed records (or photocopies) of the transferable work permits at worksites where minors are employed.

HOURS OF EMPLOYMENT - AGES 14 & 15

HOURS OF EMPLOYMENT
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During Summer Vacations: Maximum 8 hours per day, 44 hours per week.

NIGHT WORK
Employment prohibited after 7 PM and before 7 AM.
(Exception: Summer Vacation employment until 10 PM.)
(Exception: Minors from age 12 may be employed at distributing or selling newspapers, magazines or other publications between 6 AM and 8 PM.)

HOURS OF EMPLOYMENT - AGES 16 & 17

HOURS OF EMPLOYMENT
During School Term: Maximum 28 hours per school week (Monday thru Friday) if enrolled in regular school day. Plus 8 additional hours on Sunday. However, maximum daily hours cannot exceed 8 hours per day. During Summer Vacations: And at any time for 16 year olds with general employment certificates, maximum 8 hours per day, 44 hours per week.

BEST COPY AVAILABLE

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Students may work on Friday night until 1 AM Saturday morning and on Saturday night until 1 AM Sunday morning. During Summer Vacations: No night work limit for students. No night work limit at any time for minors legally excused from school attendance.

*EXCEPTION: 17 year olds who have graduated from high school or who have attained their academic potential as determined by the Chief School Administer, may be treated for the purposes of this act as 18 years of age.

AT ANY TIME:
MAXIMUM EMPLOYMENT 6 DAYS PER WEEK,
30 MINUTE MEAL PERIOD REQUIRED ON OR BEFORE 5 CONSECUTIVE HOURS OF WORK

PENALTY: Any person, agent or manager for any person violating or permitting violation of the Child Labor Law shall upon conviction, be subject to a fine of not less than $100 nor more than $300 for the first offense and not less than $250 nor more than $1000 for any subsequent offense or imprisonment for 10 days, or both.

Under the Worker's Compensation Law, fifty percent additional compensation shall be paid to any minor injured while illegally employed, all of which shall be paid by the employer.

OCCUPATIONS PROHIBITED: See Page 27

NOTE: SPECIAL ATTENTION IS CALLED TO THE PROHIBITION OF THE FOLLOWING:

Motor Vehicle Code	Minors 16 and over after July 1, 1977 are permitted to operate a single vehicle not in excess of 30,000 pounds registered gross weight or any such vehicle towing a trailer not in excess of 10,000 pounds gross weight.
Sec. 493 (13) Liquor Code	Liquor: Under 16, employed by or in connection with any establishment where alcoholic liquors are distilled, rectified, compounded, brewed, manufactured, bottled, sold or dispensed; provided, that minors from age 16 may be employed on licensed premises as food waitresses or waiters and busboys/girls.
	At age 18, such persons may serve and handle alcoholic liquors where sold or dispensed.
	Additional information is available at the offices listed on [page 28].

Commonwealth of Pennsylvania
Robert P> Casey
Governor

Department of Labor
Harris Wofford
Secretary
LIL-27 REV 5-89

PROHIBITED OCCUPATIONS FOR MINORS

UNDER 18

BOATS: Pilot, fireman or engineer on any boat or vessel.
BRICKS: Working on horizontal or vertical pug mills.
CRANE OPERATORS: Cranes and hoists.
ELECTRICAL WORK: All electrical wiring*. Installing, removing and testing electric meters*.
ELEVATORS: Operators or managers of passenger or freight elevators. Hoisting or lifting machinery.
EXPLOSIVES: Where explosives are manufactured, handled or stored.
MACHINERY: Cleaning or oiling machinery in motion. Operating or assisting in the operation of the following: Emery wheels**, metal plate bending machine*, mixing machine in bakeries*, punch press**, wire-stitching machines*, wood working machinery (power driven)*.
MEAT GRINDERS: Operation of power driven food chopping, meat grinding, slicing or processing machines*.
METAL INDUSTRIES: Work in rolling mills*, handling bull ladles and around furnaces.
MINES: Dangerous operations in or around any mine.
MOTION PICTURES: Projectionist.
PAINT, ACIDS, AND POISONS: In any capacity in the manufacture of paint, color or white-lead, poisonous dyes, or compositions using dangerous lead or acids.
PITS AND QUARRIES: Most occupations.
POOL AND BILLIARD ROOMS: Any occupation.
PRINTING INDUSTRY: Operate power driven paper cutters or circular saws*.
RADIOACTIVE SUBSTANCES: In all occupations involving exposure to radioactive substances***, or ionizing radiation***.
RAILROADS AND RAILWAYS: Section hand, track repairing, gate-tending, switch-tending, brakeman, fireman, engineer, motorman, or conductor.
ROOFING: All occupations.
RIVETS: Heating and passing rivots, except under special conditions.
SPRAY COATING: Spray coating with substances containing lead, benzol, or ground siliceous materials.
SLAUGHTERING AND MEAT PACKING: Most occupations.
TANNERIES: Tanning process.
WELDING: Acetylene or electric welding*.WRECKING AND DEMOLITION: All occupations.

* EXCEPT APPRENTICES, STUDENT LEARNERS, AND GRADUATES OF AN APPROVED VOCATIONAL TECHNICAL OR INDUSTRIAL EDUCATION CURRICULUM WHICH PREPARED THEM FOR EMPLOYMENT IN THE SPECIFIC OCCUPATION.

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UNDER 16

BOATS: Working on any boat engaged in transportation of passengers or merchandise.
BOWING ALLEYS, POOL AND BILLIARD ROOMS: In any capacity.
BUILDING TRADES: Heavy work.
COAL DREDGES> Any work on coal dredges.
HEATING AND PASSING RIVETS: In any capacity.
HIGHWAYS: Sections of the highways that are open to the public for vehicular travel.
INDUSTRIAL HOMEWORK: May not manufacture at home any materials or articles under a contract from a manufacturer or contractor.
MANUFACTURING: Any manufacturing or mechanical process.
MINES: In any capacity.
RAILROADS: In any capacity.
SCAFFOLDING: On scaffolding and ladders.
STRIKES OR LOCKOUTS: Unless legally certified to work before strike or lockout.
TOBACCO: Stripping or sorting tobacco.
TUNNELS: In any capacity.
WINDOW CLEANERS: Above ground level.

Address inquiries or requests for additional copies of this poster, to one of the offices of the Pennsylvania Bureau of Labor Standards:

ALTOONA 16601
STATE OFFICE BLDG.
ROOM 143
1101 GREEN AVENUE
PHONE: 814-946-7374

HARRISBURG 17120
LABOR & INDUSTRY BLDG.
ROOM 1302A
SEVENTH & FORSTER STREETS
PHONE: 717-787-4671

PHILADELPHIA 19123
44 N. THIRD ST.
ROOM 3-D, THIRD FL.
PHONE: 215-560-1858

PITTSBURGH 15222
STATE OFFICE BLDG.
300 LIBERTY AVENUE
PHONE: 412-565-5300

SCRANTON 18503
STATE OFFICE BLDG.
100 LACKAWANNA AVENUE
PHONE: 717-963-4577

My First JOB

YWCA OF GREATER PITTSBURGH

Work Maturity Certification Course

Student Handbook

Name:_____

Address:_____

_____

Telephone Number (_ _ _) _ _ _ - _ _ _ _

Facilitator's Name:_____

Starting Date: _____

Completion Date: _____

Certification Requirement Credits

What are they?
Certification Requirement Credits are points that you can earn toward gaining a ***Certificate of Achievement*** at the end of this course.The certificate can be used to show an employer that you have satisfactorily completed a work maturity course. A satisfactory completion gives the employer positive information about you.

The points earned are called **credits** because it is a way for you to gain credit for behavior that is performed for a reason. During the course you will be given many opportunities to do and say things that demonstrate that you will be able to be a good employee - an employee that can make a contribution to the job or organization.

Since most of you have not had the opportunity to work outside of the home before age sixteen, this course can take the place of previous job experience and/or a reference from a previous employer.

Some of you have had newspaper carrying or babysitting experience before age sixteen. These are excellent work experiences; however, they do not show that you can work as a team player within a system, which is important in many jobs.

Credits:

All sessions:

10 - Present
5 - Being on time
5 - Signing time sheet
2 - Bringing name tag to session
3 - Wearing name tag
5 - Demonstrating courteous behavior
5 - Readily accepting assignments
5 - Completing assignments

Certification Credits Checklist

Session One

10 Present	___
5 Signed Time Sheet	___
5 On Time	___
2 Made Name Tag	___
3 Wore Name Tag	___
5 Courteous Behavior	___
5 Accepted Assignment	___
5 Completed Assignment	___
Total	___

Session Two

10 Present	___
5 Signed Time Sheet	___
5 On Time	___
2 Brought Name Tag	___
3 Wore Name Tag	___
5 Courteous Behavior	___
5 Accepted Assignment	___
5 Completed Assignment	___
Total	___

Session Three

10 Present	___
5 Signed Time Sheet	___
5 On Time	___
2 BroughtName Tag	___
3 Wore Name Tag	___
5 Courteous Behavior	___
5 Accepted Assignment	___
5 Completed Assignment	___
Total	___

Session Four

10 Present	___
5 Signed Time Sheet	___
5 On Time	___
2 Brought Name Tag	___
3 Wore Name Tag	___
5 Courteous Behavior	___
5 Accepted Assignment	___
5 Completed Assignment	___
Total	___

Session Five

10 Present	___
5 Signed Time Sheet	___
5 On Time	___
2 Brought Name Tag	___
3 Wore Name Tag	___
5 Courteous Behavior	___
5 Accepted Assignment	___
5 Completed Assignment	___
Total	___

Session Six

10 Present	___
5 Signed Time Sheet	___
5 On Time	___
2 Brought Name Tag	___
3 Wore Name Tag	___
5 Courteous Behavior	___
5 Accepted Assignment	___
5 Completed Assignment	___
Total	___

Credits Earned: _____

Credits Needed for Certification: 200

Attitude - Who's Responsible?

Dictionary definition:

Attitude - The posture or position of a person showing a mental state emotion or mood.

One's attitude will be manifested in the parent, child or adult response.

Therefore your attitude can be one of choice rather than only a seemingly out of your control emotional response. You cannot change or control the other person but you can change your response for the moment and thereby change the appearance of your attitude.

On a scale of 1 to 10 with 1 being never and 10 being often, my attitude /intention is misread.

1	2	3	4	5	6	7	8	9	10
•	•	•	•	•	•	•	•	•	•

On a scale of 1 to 10 with 1 being very easy and 10 being very difficult, my ability to correct the situation is:

1	2	3	4	5	6	7	8	9	10
•	•	•	•	•	•	•	•	•	•

True or false:

__ Others misread me often.
__ It is hard for me to understand why I am misread.
__ It is my responsibility to change their perceptions.
__ It is their problem.
__ It is my problem.

Parent Messages

Positive *I feel good about myself when:*	Negative *I feel bad about myself when:*
I do my homework	I stay out too late
I watch my younger sister/brother.	I talk back to my parents.
I clean my room.	I watch too much T.V.

In the space below, write a parent message.

_____ _____

Child Responses

I feel proud of myself when I have done something that is considered unusual for my age.
I love amusement parks.
I get excited about being able to make the winning score.
I hate being told what to do
I get stubborn and refuse to do something when it sounds like an order..

In the space below, write a child response.

Adult Responses

I do my assignments because they need to be done for me to complete this course and get a good recommendation. I have decided that I want to complete this course.

I did not do my assignment because other things in my life took priority. I am willing to take the consequences of my actions.

In the space below, write an adult response.

Communication Skills

Angry Feelings:

Think of something that really makes you angry. Think of another person doing the thing that makes you angry. Now tell them off in a way that you think will make them stop doing it.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Take your pencil and underline all the places that the word "You" and "I" were used. Count the number of each.

You ___. I ___

Communication Skills

Take the "you" statements from the last exercise and change them into "I" statements. Ask your facilitater for help if needed.

You _____.

I _____.

You _____.

I _____.

You._____.

I _____.

You _____.

I _____.

You _____.

I _____.

Characteristics of a Good Employee

• Enthusiastic	• Conscientious	• Team worker	• Reliable
• Courteous	• Honest	• Energetic	• Responsible
• _____	• _____	• _____	• _____

My Strengths:

1. _____
2. _____
3. _____

Employers can see I am:

1. _____
2. _____
3. _____

Employers may not know I am:

1. _____
2. _____
3. _____

Please write one characteristic and a behavior that shows it.

1. _____

Behavior:

_____

Child Labor Laws Quiz

Mark the following statements with a check mark if it is legal and an x mark if it is illegal.

1.____ Doris, age 11, babysits for her neighbor's three year old after school.

2.____ Jack, age 10, caddies at the local golf course on Saturdays.

3.____ Bill, age 13, works part time after school in his neighborhood grocery store.

4.____ Susan, age 15, works after school two times a week from 3:00pm to 8:00pm.

5.____ Shirley, age 13, delivers the morning paper from 6:00am to 7:300am six days per week.

6.____ Mark, age 17, works during the summer from 6:00pm to 2:00am in an all night grocery store.

7.____ Jennifer, age 16, works after school on Friday nights from 7:00pm to 1:00am at the local movie theater.

8.____ Steven, age 15, works after school on Wednesdays from 4:00pm to 9:00pm in a local fast food restaurant.

9.____ Allen, age 17, works in the pool room from 9:00am to 12 noon on Saturdays.

10.___ Ellisha, age 15, works from 5:00pm to 9:00pm in the bowling alley near her home.

Employment Application Reference Card

Name: _____

Address: _____

_____

Phone No. (_ _ _) _ _ _ - _ _ _ _ Soc. Sec. No. _ _ _ - _ _ - _ _ _ _

References:

1. Name: _____

Address: _____

_____

Phone No. (_ _ _) _ _ _ - _ _ _ _

2. Name: _____

Address: _____

_____

Phone No. (_ _ _) _ _ _ - _ _ _ _

3. Name: _____

Address: _____

_____

Phone No. (_ _ _) _ _ _ - _ _ _ _

Interviewing Skills

1. How old are you? _____.

2. Are you involved in any school activities? _____. Which ones?

_____

3. What's your favorite past time? _____.

4. Why do you want to work here? _____

5. What assets can you bring to this company? or, What are your strengths?

I am _____.

I am _____

I am _____

6. What are your weaknesses? or, Where can you improve?

_____

7. How would you describe yourself?

I am _____

_____

Interviewing Skills .

Some Questions to Ask:

1. What is the pay?
2. What do you expect from me?
3. If I don't understand something, who is the best person to ask?
4. Who will I report to?
5. How many hours a week can I expect to work?
6. When is payday?
7. Will I be paid in cash or by check?
8. If I am paid in check will I be able to cash my check here?
9. Are there any benefits?
10. If so, what are they?

Write one question <u>not</u> to ask on an interview?

1. _____

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